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ABSTRACT

This booklet provides information to help prepare undergraduate students for academic internships with the federal government. Most interns serve without pay; however, the opportunity to observe and participate in government provides important guidance for future decisions, and even potential employment opportunities. The student should do research on sponsors, be aware of the types of public policies each potential employer promotes and opposes, and become knowledgeable about ideologies and issues. Many sources are available for research, and the student should take advantage of these. When applying for an internship the student should use appropriate procedures for contacts, be able to sell himself or herself well to the sponsor, and tailor the resume to the particular position. Applicants may also enhance their chances by being flexible, specific, and realistic. The applicant must use specific criteria in making decisions about offers, and, once accepted, the intern must be aware of, and make others aware of, the learning and research goals and the responsibilities and expectations of the internship. The intern will play the role of participant observer, so techniques of keeping a journal, developing rapport with co-workers and sponsors, and forming and testing research hypotheses, must be developed; and intern must also know how to deal properly with ethical considerations such as propriety of tasks performed and confidentiality of information. Also, it is important that the intern follows proper procedures for ending the internship. Five appendices include a guide to academic internship programs in Washington; useful information on living in the city; a "potpourri" of political science resources and experiences in Washington; and information for the academic supervisor, including credit options and research assignments. (AS)

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American Political Science Association

STORMING WASHINGTON

An Intern's Guide to National Government

Stephen E. Frantzich

Second Edition

SO 020 724

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STORMING WASHINGTON:
An Intern's Guide to National Government

2nd Edition

by

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U.S. Naval Academy

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Introduction

This monograph is designed to help undergraduates decide whether an internship should be part of their undergraduate experience, and to make the most out of the experience should they pursue it. While some of the specifics refer uniquely to experiences in the federal government in Washington, much of the material applies equally to internships in other settings, whether governmental or not. A major assumption is that dropping a naive student into a strange setting and admonishing him or her to "Get experience" is inferior to having a student enter a situation with eyes wide open and equipped with the tools for competent observation and analysis. While no "How to" book prepares anyone for all contingencies, some preparation is better than none.

The origin of this monograph lies in the direction of the Hamilton College Semester in Washington program. Later experience as a consultant for the Washington Center, Carleton College, the U.S. Naval Academy, and the University of Kansas programs refined and expanded my perspectives. A great deal of information and many suggestions came from past interns and intern supervisors. I have borrowed freely from the slim literature on preparing interns, and from the more extensive literature on the social science techniques of participant-observation and interviewing.

Many debts were incurred in this project. Sheilah Koeppen Mann of the American Political Science Association skillfully guided the first edition, while Robert J-P. Hauck carried out these tasks for the second edition. Directors of other programs such as Steven Schier (Carleton College) and Burdette Loomis (University of Kansas) among others shared unselfishly of their expertise. My wife Jane took on the editorial tasks to help make my thoughts into something intelligible to the outside world. I earnestly solicit comments by students and faculty members so that the most obvious errors of omission and commission can be corrected.

A final note on factual information such as telephone numbers and addresses: the information included in this edition is correct as of September 1985, but is always subject to change. In verifying the information for this edition, it was found that over half of the telephone numbers and addresses have changed over an eight-year period. Don't get discouraged. I have tried to include enough information so you can search for sources in a number of different ways. Perhaps the missing or changed information is a good introduction to the real world and will better prepare you for an internship.

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November 1985

CHAPTER I.
"Gracing Washington With Your Presence": The Decision to Become an Intern

Students leave the campus and strike out toward Washington for a number of reasons. Their motivations may be personal, political, social, financial or educational. This monograph will focus on the educational advantages of Washington internships since the other motivations are much less likely to lead to satisfactory experiences.

It is wise to recognize from the outset that some goals cannot be attained from governmental internships. Washington is not particularly hospitable to a student intern intent upon "saving the world." He or she will be outranked by hundreds of other neophytes in Congress or the executive branch with similar ideas and significantly more power. Indeed, most decisions are made by specialists on committees or agencies who pride themselves on continuity and consistency. Such individuals do not take new, untried ideas very seriously. Thus, in most cases an intern can only expect to provide supportive staff services for establisned programs and individuals.

Interns seeking financial gain also face frustration. Most interns serve without pay, and even those on a payroll—a mixed blessing—find Washington living costs so high that they must underwrite the experience to some degree. All costs must be viewed as an educational investment.

Students who "run off" to Washington in retreat from bad personal, educational or social experiences may well find that a change of scenery is not enough to bring happiness, and is a poor incentive for the expenditure of time, effort and money a good internship requires. As a rule, a person performs best when he or she is convinced of the intrinsic value of an action, not when it is perceived solely as an alternative to a worse situation.

Fortunately, the positive and exciting educational opportunities inherent in a Washington internship stand on their own. In terms of individualized learning, internships provide a low risk and limited cost vantage point from which to preview a general class of careers and some specific occupations. While Washington is no more "the real world" than any other place, it is a career setting similar to many potential jobs. For students unfamiliar with office work, city life or government employment, being able to observe them first hand without the fear of making career-jeopardizing decisions, or totally closing off other options

through narrow specialization, is quite desirable. Finding out that one does not fit a job, although disappointing in the short run, is a great saving of one's future educational resources. On the positive side many interns find their experience reduces career "start up costs," provides guidance for future educational choices and may provide an entree to a permanent job in the area they have found they like, since many government offices use internships as a low-risk recruiting and evaluation process.

In the more traditional academic sense, internships provide an exciting and unique method of gaining substantive knowledge. They help to bridge the gap between political science theory and objective reality.[1] The intern who is well prepared through the reading of the available literature can use his or her experience to provide examples of theory validity or to argue exceptions to a theory. An astute intern can seek insights into how any given theory was first developed, and perhaps even prepare to develop and test new theories.

The more you view the internship as an educational experience designed to augment traditional academic work, the more you will gain from it. The intern who comes to Washington with no focus, few theories with which to organize his or her observations, and little framework for testing the uniqueness or typicality of his or her experience, is likely to get no more out of an internship than out of any other summer job.

[1]The recognition that political science theory often fails to match reality is less an argument that the theories are irrelevant or wrong, and more an awareness that generalized theories simplify an extremely complex political world. An internship immersion into complex political reality can be seen as complementary to the study of theory rather than in conflict with it.

CHAPTER II.
"The Welcome Intruder" or How to Get a Good Internship in Washington

A fundamental decision for any potential intern is to determine whether to strike off on his or her own, or to go to Washington as part of an organized internship program. It requires a unique student with a great deal of initiative to go it alone and to achieve a worthwhile educational experience. The student must make extra efforts to read and participate in activities in order to integrate the internship experiences with basic political and social theory. Similarly, sponsoring offices are often less willing to take unattached students than those associated with organized programs. If, however, you choose to apply individually, make sure you have a specific agreement with your university as to credits and requirements responsibilities, as well as a letter from the institution which can be shown to potential intern sponsors stating that you are receiving academic credit.

Participating in an organized program provides many advantages. First, most programs either arrange housing and the internships themselves or provide guidance and support in the process. Second, many programs develop and sponsor special academic seminars designed to integrate theory with experience, or they allow the intern to take regular courses at one of the Washington area schools. Third, most organized internship programs take advantage of the political personnel in Washington for special speakers series. Fourth, the presence of an academic director to coordinate the program, motivate the participants, mediate between interns and their sponsors and give academic and research guidance should not be devalued. Finally, in an organized program, the physical proximity of the interns to each other—if not the requirement that they meet together—enhances each intern's understanding of the Washington experience. The intern in an organized program can evaluate whether his or her experience in a political organization is typical or atypical.

Creating a Shopping List

A potential intern must balance the conflicting considerations of what he or she might want to do and what is available. The match may never be perfect, but being aware of one's hopes and the realities of internship will help smooth the potential problems.

Three points should be made in this connection. First, since these internships are with people who either directly or indirectly affect public policy, the intern should be aware of the types of public policies each potential employer promotes and opposes. Second, an intern should know, in rough terms, the quality of internship experience which each sponsor will provide. Finally, every student should determine realistically the kinds of internships to which he or she may aspire, and then develop strategies to attain one of them.

As with any application procedure, it is wise to apply to a range of potential sponsors, and to have a priority list of which positions are most desired. The competition for a particular position can have little to do with its desirability per se since public awareness of an individual intern sponsor, or the existence of a large number of colleges in a particular district may inflate demand unrealistically. Unlike college application procedures, the schedule for internships is quite flexible as is the supply of positions and there may be little rationality to the order in which the acceptances and rejections are sent out.

Policy Considerations

An intern for a politician must subsume his or her own ego to that of his or her employer and direct all efforts to the success of another person. Since the acceptance of an intern position implies a commitment to an individual and his or her stands, the choice of whom you intend to intern with is very important. One cannot put out a great effort for an individual or a cause in which one has no faith. The best protection against this type of dissatisfaction is to research potential intern employers very carefully. It is a legitimate thing to do; they will probably do the same for you. First, determine what activities and political goals are important to you. Then determine what the politicians' views are on those issues. You cannot come to any conclusion about a congressman's voting record or the activities of an organization unless you have some normative criteria on which to evaluate the individual or institution.

A number of publications do a good job of categorizing and describing the policy proclivities of congressmen. The interest group ratings reported by the *Congressional Quarterly Weekly Report* give a rough picture of general ideological and issue-based tendencies. Look beyond the absolute numbers in relating one member of Congress to another; see how one year's rating related to those in previous years and look at the issues that underlie the rating system.

The *Almanac of American Politics* and *Politics in America* provide compact sources for data coming from a number of widely separated sources, and sometimes provide original insights into congressional districts and careers. (See Appendix 4 for annotated bibliography.)

Read a member's speeches on the floor, examine the legislation he

or she has introduced, and notice which groups endorse him or her in election campaigns. Note too which committees and subcommittees members serve on to learn their specific policy interests.

Internships outside of Congress are less tied to any personal beliefs about public policy. In some cases it may be possible to trace the positions of individuals in organizations by researching their public statements and testimony before Congressional committees. The general functions of governmental organizations can be discovered by examining the legislation which created specific offices and by perusing the *Government Organization Manual* and *The Washington Information Directory*. In addition, Ralph Nader's *Working on the System* will provide an in-depth picture of how some governmental units work.

In sum, the goal of your research on potential internship sponsors is to give tentative answers to the following questions: (1) Could I give my full commitment to this individual or organization? (2) Could I be proud of my affiliation with this person or organization? If both answers are positive, then the next step is to determine whether an internship with a given sponsor would be worth your time commitment.

One Internship is Not Like Another

All internships are not created equal. Two interns in the same office may have dramatically different experiences. A great deal depends on the chemistry between an intern and his or her sponsor. This relationship may be affected by factors of personality, by the external pressures on the sponsor or the intern and by the intern's relationships with others in the office.

The internship sponsor in the congressional setting is seldom the congressman himself. Most congressmen delegate intern supervision to a senior staff member, usually the administrative assistant. By using the *Congressional Staff Directory* it is possible to discover some background features of potential immediate superiors. The wider the experience of the staff members, the more likely you will be to draw on them as a resource. Also, discovering that the key people in a congressional office started out as interns themselves is usually a good sign that interns will be treated courteously.

Bureaucratic sponsors are more anonymous, but those in key positions are outlined in the *Congressional Staff Directory* and *The Government Organization Manual*.

In offices that use interns regularly, it is often possible to ask directly how interns are used. Some offices even have printed guidelines that reflect the distillation of past experiences. In larger congressional offices and in some agencies there are coordinators of interns. In fact, even if an interview is not required for the position, it is always a good idea to request one, for your own sake, in order to get as much of this kind of information as possible.

The quality of an internship generally depends on the importance of the functions performed. This principle cuts two ways. For the intern, the more important the task, the more satisfaction there is in it. For the office, the more the person is needed, the more grateful the sponsor and the more willing to make the experience satisfying. In general it is better to be a "big fish in a small pond" than vice versa. Despite the many exceptions, internships in the smaller, more intimate House staffs tend to be more worthwhile than those in the Senate. The same is true in the bureaucracy. Working in a specialized small office provides opportunities that are often lost in a large organization. In general, avoid the assembly line internship programs.

A good internship usually means a rather long-term commitment complete with almost total immersion in the job. Within limits, the longer the internship the better. Internships of less than four weeks should be contingent upon the establishment of a specified project that can be completed during that period. It is harder to set the appropriate maximum length for an internship, but the general rule would be that the more complex the office, the longer the internship. The signal for ending an internship should be the point where the individual feels comfortable in doing all the jobs assigned, e.g., when it ceases to be a learning experience.

The closer an internship is to full time the better. One or two day a week commitments fail to create a realistic situation for the intern and mitigate against sponsors using the intern for anything important. One of the virtues of being an intern rather than a full-time employee is the flexibility it provides for seeking out other opportunities not normally part of the job being done, but this flexibility should be used judiciously. The more an intern is viewed as a regular employee, the more he or she will be relied upon and given responsibility.

In some situations there are funds available to pay interns. To interns, pay is a mixed blessing. Being on an official payroll generally limits one's flexibility, lowers one's bargaining power for some interesting experiences and tends to put one in line for the more menial chores.

One of the most sought after programs in Congress is the "Lyndon Baines Johnson" internships. Each office receives funds to pay (at the current rate of $850/month) up to two month-long internships in addition to the volunteer interns and those that offices pay from their general accounts.

Who Would Hire Me? Getting an Offer You Cannot Refuse

A potential intern should have realistic confidence. You have something to sell. You are offering yourself as an interested and talented individual who is willing to help an office while expecting only learning in return. Although there is no sure way to get the internship you most desire, following these guidelines will improve your chances.

Whom Do I Contact? Strategies and procedures for getting an internship will vary with the type of office to which you are applying. Unless an office has a specific program and is used to having interns (see Appendix 1), you must convince the individual involved that you can help fill some need. In terms of Congress, this is not difficult. A letter to a congressman or administrative assistant starts things moving, since they are masters of their own offices. When offices lack complete autonomy, however, the willingness to be innovative and try an intern is reduced. In such offices, finding a specific individual willing to take you under his or her wing is the key to success.

When seeking internships with congressional committees or interest groups, pinpoint either the person with the most power or a person in charge of the section with which you most want to work. Choose the target for your request wisely (see Appendix 4 for specialized directories) and have a ready explanation as to why you are uniquely qualified in the area, or why you have a specific interest in the area. If you have had special course work, have done in-depth research, or have career plans in this field, be sure to mention it.

For the executive branch, the necessity to target a specific person to sponsor your internship is even more important. In most cases avoid personnel offices completely and go directly to an agency office or division head with whom you wish to work. Many federal government agencies are established under legislation which appears to make it illegal for them to use volunteer help. Personnel offices follow these dictates quite literally. In some cases agencies will take on interns at a minimal pay level to get around the regulation, but generally the payment requirement closes the possibility of internships. On the other hand, individual administrators will often be more flexible and find ways of retaining interns.

If the agency has the requirement of a security check, application must be made very early—most security checks require 4-6 months for completion—and great effort will be necessary to convince the office that you are worth the expenditure that is involved.

Selling Yourself. All intern sponsors are likely to know about you is what you tell them. You must sell yourself by placing your qualifications in the most positive, albeit realistic, light. First impressions are important. Since Washington is a business world, the initial letter of interest should be typed and written formally in a business manner. The initial letter should include the following: (1) An expression of interest in working in the office with some backup rationale if possible. (The rationale could include the connection between the internship setting and your career plans, your interest in the issues handled by the office, your unique skills which could be put to use, etc.); (2) A specific set of dates outlining the duration of the internship and the time commitment within that set of dates; (3) A brief statement of one's qualifications or a formal resume; (4) A brief statement of the formal academic

requirements that must be met through the internship and what this requires of the sponsor, e.g., teaching of specific skills, evaluation techniques, etc.; (5) A request for further guidance as to what other information the sponsor needs to make a decision.

Creating a Resume. A formal resume is the traditional business method for presenting oneself. Although the resume may be prepared for mass distribution, it is best when it is tailored to the specific application at hand. The more you know about the needs of a particular office, the more you can highlight what you have to offer. For a college student with limited work experience the resume is somewhat different than for a person in the working world. When applicable to a particular position, the resume should include:

- An outline of specific skills, e.g., typing, letter writing, research, statistics, computer work, public opinion polling, etc.
- Previous employment.
- Educational record.
- Academic experiences that indicate skills and the ability to work independently.
- References (choose references from those who are most likely to tell something about your ability to do the job and from those who are likely to carry some weight with the potential sponsor.)
- Career plans.
- Biographical and locational information, e.g., current address, telephone number, etc.

Enhancing Your Chances. There are some factors that may enhance your chances for getting an internship position:

1. Be Flexible. The more flexible you are in the dates you are willing to work, the more likely you are to fit into the needs of a potential sponsor.

2. Be Specific. Knowing what you want from a particular internship creates a positive impression. A research proposal indicates to the sponsor that your plans are well thought out and your motivation is high. And a research proposal relieves the sponsor of the burden of finding a specific job for you before he or she can justify accepting you in the office. There is a danger in being too specific in your research design, but a well thought out proposal which fits, for example, under the committee jurisdiction of a congressman, or within the realm of the responsibility of an agency or group will be favorably received.

3. Be Realistic. Have a realistic assessment of the competition and the requirements of specific sponsors. Congressmen with many colleges in their districts are going to be more selective than those who

have few. The more the competition, the more likely that sponsors will set rigid guidelines for their selections. For example, many congressmen will only consider constituents. Some agencies will only take graduate students or individuals with particular majors. In general, northeastern congressmen have more demands placed on them and are more restrictive about their criteria for selection. If you do not wish to work for your own congressman, it is most practical to look for someone outside the northeast. In the bureaucracy, certain types of agencies are more receptive to interns. In general, newer agencies are more open to interns; they have not established formal internship programs with their restrictive requirements which demand a long lead time on applications.

It never hurts to use private connections in Washington. Potential sponsors are moved by a number of motivations, some rational and some emotional. Many potential sponsors have a soft spot in their hearts for interns from their alma mater. Opening up a position to such a person is not only a way to repay the institution for its contribution to the sponsor's success, but it is also a way to highlight that success. Do not be afraid to contact alumni of your institution. They may be able to open some doors that would otherwise remain closed.

The Ethics of "Comparison Shopping"

Everyone has the right and duty to get the best internship position for which he or she is qualified. This does not include the right to unnecessarily hurt the chances of others and "poison the well" of good will for interns in general. Most everyone feels compelled to make multiple applications to protect their own interests. This is acceptable if a few guidelines are followed. Start from the top of your priority list and only have two or three applications out at any one time. If you start early enough, this should not affect your chances to get a job. Once an offer is made, respond to it as quickly as possible. The tradition of using one offer as a lever to force action on another does not create problems, unless a person keeps the first offer on the line too long. The acceptance of an offer is like signing a contract and carries with it the expectation that you will live up to your responsibility, except in the most unusual situations.

Choosing the Best Offer

There is no such thing as the perfect internship for everyone. A "good" internship comes about as a match between the intern's needs and the sponsor's resources. It is more likely that such a match will take place if the potential intern has carefully outlined what he or she

expects from the internship and has taken the steps to clarify what particular offices can provide. Reasonable expectations include:

- Getting a feel for an office environment.
- Enhancing particular skills (writing, research, word processing, etc.).
- Learning about particular issues.
- Developing an understanding of the political process *from the perspective of one set of participants*.

Not all internship placements will contribute equally to each of the above goals. Determining realistic expectations for a particular internship takes some effort. A pre-decision visit to the potential internship site and possibly a formal interview are quite desirable. Visually "size up" the office, and ask yourself "Is this the kind of environment I could be happy working in?" Offices vary from hectic cauldrons of constant activity (exciting, but wearing) to slow-moving and languid centers of detailed and precise work (unexciting, but good for in-depth learning). Meet your potential supervisor and see if your personalities mesh. Ask some specific questions such as:

- What kinds of assignments can I expect to get?
- What did your last (current) intern do?
- What do you expect of your interns?
- Will I have the freedom to get out of the office once in a while to see the larger organization (to attend hearings, press conferences, committee meetings, etc.)?

Don't be dissuaded from choosing an internship setting because it does not fit your unrealistic expectations. Few if any internships will:

- Be exciting all the time.
- Put you in close proximity to key decision-makers constantly.
- Make you a fully trusted member of the staff immediately.
- Allow you to change the course of public policy.

Any office that promises the above should be avoided since they are trying too hard to "catch" an intern. The interns who hang onto such unrealistic expectations are setting themselves up for disappointment. It is better to be prepared for the worst (anonymously carrying out routine filing, duplicating or mailing) and to be pleasantly surprised by an exciting and educational experience, than to compare reality with unrealistic hopes.

Before the final acceptance of an intern offer is made, both parties should have an idea of what to expect from each other. In determining

expectations, the intern must walk a fine line between refusing to do things that are considered necessary and becoming a patsy for every "go-fer" or filing job that comes along. In most congressional offices all staff members do a little bit of everything when the pressure is on. The potential intern who puts his or her foot down and refuses to help out when needed may well be denied the job. So, create a "flexible contract" either in writing or verbally and then do your best to live up to the expectations you have created.

CHAPTER III.
Making the Most Out of an Internship Experience

Starting Out on the Right Foot

The first few days in an office may determine the usefulness of the entire internship experience. A lucky intern will have a supervisor who prepares other staff members for the intern's arrival; less fortunate interns must establish themselves on their own. Many potential pitfalls can be avoided, however, if the intern plans in advance how to put his or her best foot forward.

In the beginning, discover the accepted dress code and norms of behavior in the office to which you are assigned. Offices vary widely in terms of the image they wish to present. In a very formal office, where everyone wears business suits, the intern who insists on dressing informally may be relegated to the back room. In offices where everyone addresses their fellow workers by first names, interns using formal salutations may find it difficult to integrate themselves. During the first few days watch closely for behavioral cues that will smooth interpersonal relations.

The new intern will find that there are conflicting demands on his or her time and loyalties. Fellow full-time employees are likely to expect a total commitment of time and energy, while the intern and his or her academic supervisor will wish to give some priority to fulfilling educational goals. The fact that the intern may not always be physically present and that when present may have divided duties can be a source of friction since the intern may miss important meetings or fail to return calls promptly. Co-workers will have to "cover" for the intern and may see him or her as irresponsible for causing this inconvenience. Similarly, if the intern has specific research or learning goals, he or she may be given special privileges and allowed to have more choice of office jobs; this may be resented by other staffers. Possible conflicts of this type can often be reduced by making sure that the expectations of the intern, supervisor and co-workers are clear and consistent. And, treating an internship as a regular job with fixed hours and responsibilities will help an intern be accepted. Interns will get better tasks if others know their schedules and know that they will be responsible about keeping them.

Being candid and open about one's learning and research goals also helps reduce mistrust. In political offices with high expectations of political intrigue, interns who are seen as "spies" will be isolated.

Establish ground rules on confidentiality and the use that will be made of any gathered information. Above all, remember that whatever your research goals you have a responsibility to work for the good of the individual or organization with which you are associated. An intern who finds that he or she cannot do this has a duty to resign.

For those with no experience in political offices, one must realize at the outset that they are frantic places with little time for supervision or contemplation. Since it may take as much time to do a task as explain it to others, interns lacking initiative can often be shunted aside, while those perceptive enough to jump in and help solve the current crisis will be rewarded with more opportunities.

Learning on the Job

Internships provide learning experiences both directly and indirectly. Although some learning comes through osmosis, by the very act of experiencing a social unit at work, such observations are unfocused and difficult to interpret.

The wise intern begins early to narrow his or her focus to a specific area of behavior, to develop tentative hypotheses, and to collect impressions and hard data by which to test the hypotheses. One may focus concern on such general areas as: communication patterns, power relationships, perceptions of constituents, strategic premises, decision-making patterns, roles, etc. A good intern will begin with a basic familiarity with the academic literature, temper it with experience, and go back for further reading and interpretation. Although the goal of an internship may not be research per se, the ultimate outcome should be a set of generalizations verified by numerous examples.[2]

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[2]The intern plays the role of a participant-observer. Since this role is not a normal one, the intern must pay some attention to the problems likely to arise, and be aware of the advantages once they are surmounted.

The genius of participant-observation is represented in Max Weber's term "verstehen." Verstehen means a special form of understanding wherein the participant-observer is socialized by learning the unique perspectives, unconscious assumptions, and special vocabulary of those under study. The participant-observer begins to understand those things shared by others around him that are symbolic and not completely inferable from observed behavior alone. (Bernard Hennessy, *Political Internships: Theory, Practice, Evaluation* [University Park, PA: The Pennsylvania State University, 1970], Pennsylvania State University Studies, No. 28, p. 106). The process provides a "feel for the situation, allowing the observer to create in his own imagination and experience, the thoughts and feelings that are in the minds of those he studies." (Severyn T. Bruyn, *The Human Perspective in Sociology,* quoted in Ronald D. Hedland, "Participant Observation in Studying Congress: The Congressional Fellowship Program" [Washington, D.C.: The American Political Science Association, 1970].) A major type of information available is the "strategic premises" on which people behave. Strategic premises refer to assumptions people have to what is likely to help them reach desired goals. These perceptions are not discernible from behavior alone. But knowing the premises helps one understand past behavior, and enhances the ability to predict future behavior.

A daily journal is an absolute necessity for interns. This cannot be stressed too highly. Although one may feel that interesting experiences remain indelibly marked on memory, the passing of time and accumulation of experiences fade earlier observations and turn earlier revelations into the commonplace. A complete journal allows the intern to push himself or herself back to a more naive period and to see changes in awareness and sophistication. Patterns of observations not evident in the hustle of daily activity stand out dramatically as one reviews a competent journal.

A journal should be more than a descriptive diary outlining what the intern did all day. While some idea of daily routine provides insight, a daily repetition would be a deadly bore. Entries should include description, analysis, hypotheses, predictions and personal feelings about what is going on.

Initially, one might comment on the specialized language and "jargon" that develops in most settings. The intern should also be discovering the "strategic premises" behind behavior. At times this can be simply observed, while often one must ask "Why are we doing this in this way?" These strategic premises help define the goals of the participants, their assumptions about other political actors with whom they must interact, and their experience as to the consequences of various actions.

At first, most entries will be random, extensive and unfocused. As the intern defines his or her interest, more structure should appear, and hypotheses can be formed. (An hypothesis is simply an educated guess explaining a phenomenon and/or predicting what will happen given specified conditions.) Once hypotheses have been formulated, the type of information needed by the intern will be more evident.

For the political intern, the initial task is to become attuned to observing when and where "political" phenomena occur. Most definitions of politics prominently include the concept of power. The first few days, the intern might try to identify situations in which power played a part. This will require adopting or creating an operational definition of power that allows it to be identified. It might be useful to use the common definition that a power relationship exists whenever

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The pure observer tends to become isolated from those experiences that might provide a feel for others' roles, goals and strategic premises; the observer is viewed as an outsider who may betray trust. The pure participant, on the other hand, seldom has the opportunity to objectively observe his own behavior and that of those around him, and to place it in a more general perspective. The hybrid participant-observer role is superior to either role in isolation.

Whether a participant-observer makes the most of the advantages of both worlds depends on the person's perspective and how he or she establishes and carries out the role. The potential for role conflict is great. Since roles are based on expectations, however, conflict can be reduced by making sure that the expectations of the intern, his supervisor and co-workers are clear and consistent.

someone can get someone else to do something they otherwise would not have done. In government and politics these situations arise every day.

Achieving the Right Perspective

Not Seeing the Forest for the Trees. Once an intern becomes established in an office, the hustle of everyday activity often becomes overwhelming. Specific experiences stand out with great clarity, but the larger picture becomes lost. Familiarity with behavior patterns leads to the belief that these patterns are both natural and typical.

The intern must remember that he or she is seeking generalizations about behavior that go beyond potentially non-representative experiential data. Perspective can be regained by comparing one's experiences with patterns established in studies using broader data bases. While other studies do not necessarily disprove one's analysis of experience, they force a more complete justification of the factors at variance. Perhaps the best way to test the representativeness of one's experiences and conclusions is to bounce them off others. The intern isolated from others in a similar situation is courting trouble. If an intern is not part of an organized academic program providing integration and reality-testing situations, he or she should seek out fellow interns for such discussions.

Under-Rapport. Successful internships require establishing a trusting personal relationship with at least a random sample of co-workers. Without such a relationship isolation is likely. The seeds of under-rapport stem from the personalities of the intern and his co-workers which are difficult to change, as well as from more malleable situational factors.

The intern is often a threat to those with whom he or she works. The fear that the intern will discover too much, or that he or she is a "spy" for the boss places people on edge. A good internship sponsor will smooth the way by allaying these fears. If he does not, the intern must indicate his or her commitment to the office and co-workers and unwillingness to work to their detriment.

In some cases, internship sponsors aggravate the rapport problem by giving interns politically sensitive tasks the professionals know enough not to touch.[1] For example, the intern asked to collect data on work habits of co-workers will be seen as a major threat. Although the solution to this problem is difficult, creating the kind of rapport with one's sponsor which allows discussing the implications of specific tasks on the intern's learning experiences is a healthy start.

[1]George McCall and J. L. Simmons (eds.), *Issues in Participant Observation* (Reading, MA: Addison-Wesley, 1969), p. 116.

Rapport may be more difficult because co-workers are jealous of the intern's freedom, unique access to the boss or social standing. Interns are often better educated and come from higher prestige schools than others in the office.[4] An intern should not flaunt the advantages of his or her role nor any educational advantages he or she possesses. Projecting an image of excited expectation for learning new things and a willingness to work toward that goal at any task helps build bridges of respect and rapport.

In the beginning, interns often develop a false sense of rapport when some regular staff members seek them out and confide in them. There is always a danger that such people are marginal individuals not well integrated into the organization. Their perspective may not be representative of the organization as a whole.[5] The intern must assess carefully how those he associates with fit into the organization and the types of biases they are likely to possess.

Over-Rapport. While problems of under-rapport stem largely from the reactions of co-workers to the intern, the genesis of over-rapport lies within the intern himself. Interns often become so enamored by their new associates that they lose objectivity and accept all the behavior around them as good, right, proper and worthy of emulation. The anthropologist's problem of "going native" does not require a foreign setting. The fact that recent converts to any new discipline are well-known for their commitment only adds to the potential problem.

A too close association with one's subjects often leads one to avoid asking the tough questions or reporting the negative findings that threaten friendships. Rapport is important for access, but in its conflict with objectivity, objectivity must win out. Taking the time to reflect on one's proper role and experiences will help in the search for objectivity.

In some cases over-rapport is not general, but targeted toward sub-groups within the organization. A person who becomes too closely associated with one sub-group may cut off his or her sources among other groupings. The intern must be aware of how others perceive him or her and adjust his or her behavior so as not to bias good contacts.

Certain types of internships and interns are susceptible to over-rapport and diminished objectivity. Organizations drawing single-minded zealots such as political campaigns and new government agencies are likely to infect their interns with a biased view of the world. Emotions run high and others involved in contact with the office are polarized into "good guys" and "bad guys." In campaigns particularly,

[4]Thomas P. Murphy, *Government Management Internships and Executive Development* (Lexington, MA: Lexington Books, 1973), p. 42.

[5]McCall and Simmons, p. 83.

psychological commitment is so high and the consequences of losing so dramatic that everyone's perceptions are colored.

The less mature intern with a low self-image stands out as most susceptible to over-rapport. As with under-rapport, bouncing one's perceptions and experiences off others is the major corrective for loss of objectivity.

Picking Up Corrective Clues

Successful organizational co-workers arrived at their current positions by skillful management of personal relations with their superiors. The key to a successful internship lies in developing a close working arrangement with one's supervisor. There is no such thing as *the* supervisor's style. It is instead a mix of personality, learned skills and organizational realities.[6] The short-term intern does not have the luxury to establish a working relationship with the supervisor through long-term trial and error. Some supervisors are very frank and direct, while others thrive on ambiguity. The intern must learn to recognize the supervisor's expectations and the cues indicating a desire for change in the intern's behavior. In the ideal situation, the intern and supervisor should meet for a frank discussion after the first week or so and then at less regular intervals throughout the internship.

Ethics

Interns face at least two types of ethical questions. The expectation that the intern will work for the good of the organization may in rare cases lead to situations where he or she is asked to perform tasks he or she judges improper. No intern should be expected to prostitute his or her principles, and a simple refusal with the reasoning behind it should solve the problem. If not, the choice must be made to refuse and face the consequences, even if that means withdrawing from the internship.

A more common ethical problem stems from the intern. Since secrecy is a major ingredient in political strategy, all political offices fear the breaking of confidences. Innocent indiscretions can threaten a politician's or bureaucrat's job, and such actions can damage irreparably the fabric of personal understanding.[7] If there is any question about divulging information, the presumption should be against it.

Ending the Internship

In most cases it is best to specify at the outset a definite conclusion for one's internship rather than have it wind down from its own

[6]Murphy, p. 44.

[7]Murphy, p. 44.

inertia. If possible, enough flexibility in departure timing should be available so that all projects can be finished and special needs of the office met.

When an intern is required to prepare a research paper on his or her experiences, the sponsoring office is often both curious and interested in seeing the final paper. Although it is generally not wise to make such a promise since it tends to temper necessary judgments, there are times when access to an intern's report would provide constructive criticism about procedures amenable to change. If promised, the paper should be delivered; if not, it probably should not be offered.

One purpose of an internship is to assess one's ability to work in a particular situation. The intern should not let the opportunity for professional evaluation be lost. Whether one requests a formal written evaluation, or an informal oral one, one should seek a professional evaluation of performance and promise.

In many cases, it is possible to file letters of recommendation with one's college placement office. Given the job mobility in Washington, it may be difficult to trace internship supervisors after a number of years, so make your request while you are still in Washington.

Although the temptation may arise to "burn your bridges behind you" through a curt statement or the lack of appropriate indication of parting appreciation, this is never wise. Not only does it "poison the well" for future interns, but it may cut off the possibility of using the sponsor as a reference or for information. While most internships are positive experiences, even the more negative ones generally look desirable in retrospect.

CHAPTER IV.
Packing Your Bags and Leaving Washington

Leaving Washington after an exciting internship is difficult. Although it shows up in no medical dictionary, "Potomac Fever" is, nevertheless, a real malady. Its severity tends to increase with length of stay. Empirical evidence of its impact can be seen in the fact that over 400 retired or defeated members of Congress still reside in the Washington area. The same tends to be true of other long-term Washington employees. While you will find few Washingtonians who trace their birth to the area, it is now home and not a temporary assignment to many.

Interns, too, find it hard to leave Washington, and many find themselves rushing back on their first few weekends to check in with "their" office and plead to be kept up to date. The sources of Washington's magnetism vary with the individual, but some common themes prevail. For many, it is the city itself. Washington is "manageable." You can get around rather easily, and the areas of interest tend to be concentrated.

The excitement of being "where the action is" is catching. With a highly politicized population, most of whom actively participate in politics, it is not uncommon to find perfect strangers striking up a political conversation while waiting for the bus. After immersing themselves in ongoing political events many interns find it frustrating to go back to the campus, and find that their contemporaries not only do not know what is happening in Congress or the bureaucracy, but also do not care.

The personal satisfaction of successfully participating in the political world without a college degree lures many interns into the feeling that finishing school is really not very important. As one intern who was working as a legislative assistant to a congressman explained, "This is what I want to do anyway. Why leave now?" Many offices, once having trained a good intern, tempt him or her with an offer of permanent employment. In some cases feelings of indispensability haunt the intern who does not want to let his office down, or leave in the middle of an important project.

The temptations to stay are bolstered by the perceived dissatisfaction of going back to the campus. After living on your own in an apartment, the thought of fitting back into a dormitory with its regulations

and institutional food is not too appealing. After operating in the adult working world, integrating oneself into the younger atmosphere of the campus may be disconcerting. After seeing "real" politics at work, sitting through a political science professor's lecture on seemingly irrelevant textbook theories may seem an educational waste. Such perceptions of waste are magnified by the realization that instead of paying out money on tuition, one could start earning money on a salary.

Not all interns will have all these feelings, but few leave without mixed emotions. There is little that can be done to ease the transition except to recognize that it will be difficult. As the temptations increase, make sure you have considered the arguments for leaving Washington. Washington, after all, is not going to go away. You have a long time for a career. Since experience increases your hireability to an office, you will have a leg up on other applicants in the future if you return to Washington. And your completed degree will make you more desirable also. Remember, too, for better or worse, the B.A. degree has become the minimum "entrance ticket" for many jobs and all professional schools. Do not stay on lulled by an expectation that you will finish your education in your spare time in Washington. Being a full-time employee and part-time student is an option bred out of necessity and not choice. The failure rate is high and the frustration rate higher. Some make it, but few who do would not have rather done it in a less painful manner.

It may sound inconsistent to laud internships as great experiences and then warn that the same experience should be of limited duration. But while internships are highly desirable components to a well-rounded educational experience, there can be too much of a good thing. Make a clean break with your internship, go back to the campus and finish your degree. This will not only allow you to collect your thoughts and prepare a long-term career plan, but it will also provide you with the tools and requirements for embarking on that plan.

The "culture shock" problems of regimented life, isolation from political information, the irrelevancies of some educational requirements and the political apathy of fellow students, are not the only post-internship dangers. Anyone who has had a set of unique experiences wants everyone else to know about them, but knowing when and how to tell of your experiences will reduce interpersonal conflict. Friendships and professors' toleration run thin for the student who prefaces every statement with, "When I was on the Hill," or "When I asked Senator A about that." No one likes a name dropper. So, while your internship experience should not condemn you to muteness in class and around your friends, make sure what you have to say is relevant and said for the general enlightenment of the listeners.

Despite the frustrations and dangers, internships are highly desirable. For most interns the experience proves to be a very positive one. Whatever the content of the learning, you will never be the same

as you were before your internship. At a minimum you will have made some judgments about future career options, gotten a better picture of your own strengths and weaknesses, and learned something of the organization of the real political world which you can relate to the theories of political science.

APPENDIX 1.
A Guide to Internship Guides

Directory of Washington Internships (Society for Internships and Experimental Education, 122 St. Mary's St., Raleigh NC, 27605. 919-834-7536. Jane Kendall, Executive Director. 1983-84 edition, $13). This is one of the most comprehensive directories for students specifically interested in Washington internships. It not only gives specific information on internships and application procedures, but also outlines summer programs and housing possibilities.

National Directory of Internships (Same address as above. 1984 edition $19.25). A general directory of national, state and local internship opportunities.

Guide to Careers in the Public Sector (Office of Career Services and Off Campus Learning, Harvard University, 54 Dunster St., Cambridge, MA 02138. 617-495-2595. $10). This general career guide for Harvard students outlines internship opportunities and procedures as well as basic information on seeking a job in the public sector.

Summer Jobs in Federal Agencies (Federal Job Information Center, U.S. Office of Personnel Management, 1900 E. St. N.W., Washington, DC. 20415. 202-653-8468. FREE). This guide serves as the primary descriptive document on summer jobs for students in the federal government. It is published annually in December for the next summer. Copies are often available at college placement offices or can be requested directly from the above address.

Internships: A Guide to Sources of Information (Congressional Research Service Report No. 83-70C. This CRS report can be ordered free through your congressman's office. Address: Congressman _____, House Office Building, Washington, DC. 20515.) A brief, but complete, bibliography of internship guides and a discussion of application procedures for congressional and executive agency internships.

Student Guide to Mass Media Internships (Intern Research Group, Box 523, University of Colorado, Boulder, CO 80309. $25). Based on a 1983 survey, this directory lists internships with print and electronic media throughout the nation. Arranged by state, the guide outlines application procedures, prospective duties and salary.

Capitol Jobs: An Inside Guide to Finding a Job in Congress, by Kerry Dumbaugh and Gary Serota (Tilden Press, 1737 Desales St. N.W., Washington, D.C. $5.95). Designed primarily for the individual seeking full-time employment in Congress, this step-by-step guide to job hunting on the Hill, includes some good advice and helpful information for interns.

Intern Owner's Manual, by Sue Grabowski (Congressional Management Foundation, 333 Pennsylvania Ave. S.E., Washington, DC. 20003. 202-546-0100. $5.00, 1980). This handbook is designed primarily for Capitol Hill Interns once they have secured an internship. It helps initiate them into the resources, jargon and procedures of Congress.

1986 Internships: 34,000 On-the-job Training Opportunities for All Types of Careers (edited by Colleen Cannon, Writer's Digest Books, 9933 Alliance Rd., Cincinnati, OH 45242, $14.95). A comprehensive listing of internships in all fields for both students and adults. This publication not only lists internships, but gives instructions for creating, finding and applying for internships within the U.S. and also lists resources for locating and evaluating work experiences abroad.

APPENDIX 2.
A Guide to Academic Internship Programs in Washington

Washington Programs Open to Off-Campus Students

Many colleges and private academic organizations provide internship programs in Washington. The programs vary widely in content, quality, cost, and the services provided to participants. All of the programs listed in this section have some educational justification, although any judgment about their quality will depend upon an individual's educational goals.

Most college and university programs are only open to full-time students at that institution. (Be sure to determine if your own college or university has a program of this type). The programs listed below have been selected because they will accept some outside participants, although in limited numbers and often under restricted conditions.

If you wish to enter another institution's internship program, make sure your own college or university will accept the credits for transfer, and determine what financial arrangements will be necessary to obtain these credits. Off-campus participants will need to take special initiative in applying early and presenting complete credentials. In addition, in order to assure your ability to compete it is wise to select institutions that resemble your own in terms of their curriculum and the characteristics of their student body.

Name of Program	When Offered				Academic Credit		Components				Faculty Control	
	Fall	Spring	January	Summer	Full Semester	Partial	Seminars	Speakers	Research	Journal	Resident Director	Non-Resident Director
American University Washington Semester Program	x	x			x		x	x	x	x	x	
Ball State University Political Science Department Internships	x	x				x	x	x	x	x		x
Boston University Washington Legislative Semester	x	x			x		x	x	x		x	
Brigham Young University Washington Seminar	x	x	x	x	x		x	x	x		x	
The College Venture Program	x	x	x	x	x	x						x
Drew University Washington Semester		x			x		x	x	x		x	
Frostburg State College Political Science Internship Program		x		x	x	x	x		x	x		x
Georgetown Public Affairs Internship Program				x		x	x		x		x	
Goucher College Washington Summer Semester			x			x	x	x		x	x	
Hamilton College Semester in Washington Program	x				x		x	x	x	x	x	

Mount Vernon College Washington Institute	x	x		x		x	x			x	x
Muhlenberg College Religion and Public Affairs		x			x		x	x	x	x	x
State University of New York Washington Semester Program	x	x			x		x	x	x		x
Trinity College Washington Semester Program	x	x			x			x			x
University of Southern California Politics in Washington	x	x			x		x	x	x	x	x
Washington Center for Learning Alternatives	x	x	x	x	x		x	x	x	x	x

[1]Program is run on the quarter calendar and full credit is given for one quarter.

[2]The granting of credit depends on the policies of student's home institution.

[3]Credit is not granted directly, but most students are able to arrange a full semester's credit with their home institution.

Name of Program	Duration of Internships		Types of Internships									
	Full Time (4-5 days/wk)	Part Time	Congressional Offices	Congressional Committees	Bureaucratic Offices	Interest Groups	Political Parties	Local Government	Embassies	Law Offices	Media/ Press Offices	Business Offices
American University: Washington Semester Program		X	X	X	X	X	X	X	X		X	X
Ball State University: Political Science Department Internships	X		X	X	X	X	X					
Boston University Washington Legislative Semester	X		X	X								
Brigham Young University: Washington Seminar	X		X	X	X	X	X				X	
The College Venture Program	X	X	X	X	X	X		X		X	X	X
Drew University: Washington Semester		X	X	X	X	X	X					
Frostburg State College Political Science Internship Program	X	X	X	X	X	X	X	X	X	X	X	
Georgetown Public Affairs Internship Program		X	X	X	X	X		X				
Goucher College Washington Summer Semester		X	X	X	X	X	X				X	
Hamilton College Semester in Washington Program	X		X	X	X							

Mount Vernon College: Washington Institute	x		x	x	x	x	x					x	x
Muhlenberg College: Religion and Public Affairs	x		x	x	x	x	x	x	x	x	x	x	
State University of New York: Washington Semester Program	x		x	x	x	x	x	x			x		
Trinity College: Washington Semester Program		x	x	x	x	x	x	x		x	x	x	
University of Southern California: Politics in Washington	x		x		x	x	x	x			x	x	
Washington Center for Learning Alternatives	x		x	x	x	x	x	x	x	x	x	x	

NAME OF PROGRAM: The Washington Semester Program.

SPONSORING INSTITUTION: The American University.

MAILING ADDRESS: McKinley 109, 4400 Massachusetts Ave. N.W., Washington DC. 20016.

TELEPHONE NUMBER: (202) 885-3800/1-800-424-2600.

ADMISSION REQUIREMENTS: Member Schools: determined by faculty representative. Non-member Schools: 2.5 G.P.A. and sophomore or above.

APPLICATION DEADLINES: Fall: April 1. Spring: November 1.

DIRECTOR: Dr. David C. Brown, Dean. Dr. James L. Narduzzi, Director.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $4100.

HOUSING FEE: Double: $1200. Triple: $900.

OTHER INFORMATION: The program is composed of six components which group students with similar interests:

- -National Government and Politics
- -Economic Policy
- -Urban Affairs
- -Foreign Policy
- -Justice
- -Journalism

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NAME OF PROGRAM: Political Science Department Internships.

SPONSORING INSTITUTION: Ball State University.

MAILING ADDRESS: Department of Political Science, NQ 240, Muncie, Indiana 47306.

TELEPHONE NUMBER: (317) 285-8780.

ADMISSION REQUIREMENTS: Junior and senior political science majors with a 3.0 grade point average.

APPLICATION DEADLINES: Prior to start of quarter.

DIRECTOR: Dr. Sally Jo Vasicko.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: Current one quarter semester tuition.

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NAME OF PROGRAM: Boston University Washington Legislative Semester.

SPONSORING INSTITUTION: Boston University.

MAILING ADDRESS: Metropolitan College, 7555 Commonwealth Ave., Boston, MA 02215.

TELEPHONE NUMBER: (617) 353-2540.

ADMISSION REQUIREMENTS: Juniors and seniors with strong academic credentials and recommended by department chairman.

APPLICATION DEADLINES: Spring semester: October; fall semester: March.

DIRECTOR: Dr. Donald Robinson and Mrs. Sara M. Robinson.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $5050.

HOUSING FEES: $1300 per semester in furnished apartments.

OTHER INFORMATION: The program has positions for ten non-Boston University students each semester. Aside from internships, each student participates in two seminars, one on Congress and one focusing on public policy.

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NAME OF PROGRAM: Washington Semester.

SPONSORING INSTITUTION: Brigham Young University.

MAILING ADDRESS: 747 SWKT, Provo, Utah 84602.

TELEPHONE NUMBER: (801) 378-6029.

ADMISSION REQUIREMENTS: Juniors, seniors and graduate students with a 3.0 grade point average and superior writing skills.

APPLICATION DEADLINES: Fall: February 1; Winter: October 1; Spring or summer: November 1.

DIRECTOR: Dr. J. Scott Dunaway.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $800.

HOUSING FEE: $230/month.

OTHER INFORMATION: Students must comply with BYU dress and honor code.

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NAME OF PROGRAM: The College Ventures Program.

SPONSORING INSTITUTION: College Venture Consortium.

MAILING ADDRESS: Box 1838, Brown University, Providence, RI 02912.

TELEPHONE NUMBER: (401) 863-2324.

ADMISSION REQUIREMENTS: Open to students at one of the member colleges (Bates, Brown, Connecticut, Hobart and William Smith, Oberlin, Northwestern, Skidmore, Vassar or Wesleyan).

APPLICATION DEADLINES: Open.

DIRECTOR: Susan Strand.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: None (Students wishing credit make application and pay fees of their home institution).

OTHER INFORMATION: The College Ventures program develops internship opportunities in a wide variety of substantive areas and geographical settings. It does not grant credit directly nor administer a program around the internships.

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NAME OF PROGRAM: Drew University Washington Semester Program.

SPONSORING INSTITUTION: Drew University.

MAILING ADDRESS: Coordinator of Off-Campus Programs, BC110, Drew University, Madison, NJ 07940.

TELEPHONE NUMBER: (201) 377-3000, ext. 438.

ADMISSION REQUIREMENTS: Juniors and seniors in good academic standing who have taken two semesters of American politics.

APPLICATION DEADLINES: November 15.

DIRECTOR: Dr. Maureen Moakley.

CURRENT COST (1985) INCLUDING ROOM AND BOARD: $6000.

HOUSING FEES: Included in above.

OTHER INFORMATION: Housing in Catholic University dormitories is part of the inclusive fee.

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NAME OF PROGRAM: Frostburg State College Political Science Internship Program.

SPONSORING INSTITUTION: Frostburg State College.

MAILING ADDRESS: Department of Political Science Internship Program, Frostburg State College, Frostburg, MD 21532.

TELEPHONE NUMBER: (301) 689-4368/(301) 689-4277.

ADMISSION REQUIREMENTS: Juniors and seniors with a 2.75 grade point average and relevent coursework from a selected group of Maryland schools.

APPLICATION DEADLINES: Summer: March; Spring: October.

DIRECTOR: Dr. Stephen J. Simpson.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $600.

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NAME OF PROGRAM: Georgetown Public Affairs Internship Program.

SPONSORING INSTITUTION: Georgetown University.

MAILING ADDRESS: Department of Government, Georgetown University, Washington, DC 20057.

TELEPHONE NUMBER: (202) 625-4963.

ADMISSION REQUIREMENTS: Sophomores, juniors and seniors with strong academic credentials.

APPLICATION DEADLINES: May 20th for summer program.

DIRECTOR: Dr. Marshall R. Goodman.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $760 for four-credit course.

HOUSING FEE: Program participants are guaranteed dormitory housing at current rates.

OTHER INFORMATION: Students often take this four-credit course along with other courses during the summer. The internship is to include a minimum of 15 hours of work per week.

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NAME OF PROGRAM: Women and Public Policy.

SPONSORING INSTITUTION: Goucher College and the Public Leadership Network.

MAILING ADDRESS: Women and Public Policy, Goucher College, Towson, Md. 21204.

TELEPHONE NUMBER: (301) 337-6291.

ADMISSION REQUIREMENTS: Sophomores, juniors and seniors.

APPLICATION DEADLINES: November 1.

DIRECTOR: Marianne Alexander.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $350 (Jan. Term).

HOUSING FEE: $120 (January term).

OTHER INFORMATION: This is solely a January Term program.

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NAME OF PROGRAM: Hamilton College Term in Washington Program.

SPONSORING INSTITUTION: Hamilton College.

MAILING ADDRESS: Department of Government, Hamilton College, Clinton, NY 13323.

TELEPHONE NUMBER: (315) 859-4011.

ADMISSION REQUIREMENTS: Superior academic performance, faculty recommendation and courses related to public policy.

APPLICATION DEADLINES: March 1.

DIRECTOR: Dr. Frank Anechiarico.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: Hamilton Tuition.

OTHER INFORMATION: The program requires two six-week internships, one in a congressional office and the other usually with an executive agency.

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NAME OF PROGRAM: Washington Institute.

SPONSORING INSTITUTION: Mount Vernon College.

MAILING ADDRESS: Office of Continuing Education and Special Programs, 2100 Foxhall Rd., Washington, DC 20007.

TELEPHONE NUMBER: (202) 333-3538.

ADMISSION REQUIREMENTS: Sophomores, juniors and seniors.

APPLICATION DEADLINES: One month prior to start of term.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: Mount Vernon Tuition.

HOUSING FEE: $400 for 8 weeks.

OTHER INFORMATION: Internships are also available on a non-credit basis.

* * * * *

NAME OF PROGRAM: Religion and Public Affairs.

SPONSORING INSTITUTION: Muhlenberg College and the Luther Institute.

MAILING ADDRESS: Religion Department, Muhlenberg College, Allentown, PA 18104.

TELEPHONE NUMBER: (215) 433-3191, ext. 704.

ADMISSION REQUIREMENTS: Limited to students from colleges related to Lutheran churches. The program is open to good students from a variety of majors.

APPLICATION DEADLINES: October 15.

DIRECTOR: Dr. William Jennings.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $4092.

HOUSING FEE: $600 per semester.

OTHER INFORMATION: The program includes a seminar on "Religion and Public Affairs" that will provide academic credit in religion. The seminar will draw on readings, guest lecturers, site visits, and internship experiences. The internship may be taken for credit in a number of academic disciplines.

* * * * *

NAME OF PROGRAM: State University of New York: Washington Semester Program.

SPONSORING INSTITUTION: Branches of the S.U.N.Y. system.

MAILING ADDRESS: Suite 702, 1730 Rhode Island Ave. N.W., Washington, DC 20036.

TELEPHONE NUMBER: (202) 659-4320.

ADMISSION REQUIREMENTS: Juniors and seniors from S.U.N.Y. schools having a grade point average of over 3.0 and 12 hours in American politics courses.

APPLICATION DEADLINES: Varies with home campus procedures.

DIRECTOR: Dr. Michael R. Weaver.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: Home campus tuition.

* * * * *

NAME OF PROGRAM: Washington Semester Program.

SPONSORING INSTITUTION: Trinity College.

MAILING ADDRESS: Washington Semester Program, Trinity College, Washington, DC.

TELEPHONE NUMBER: (202) 939-5261.

ADMISSION REQUIREMENTS: Open.

APPLICATION DEADLINES: Spring: November 1; Fall: June 1.

DIRECTOR: Dr. Linda L. Fisher.

CURRENT COST (1985) $3950.

HOUSING FEE: Included in above.

OTHER INFORMATION: The program will design special programs for each student around such themes as government and politics, business and economics, art, music, American studies, international studies, journalism, foreign languages, biology, chemistry, mathematics, psychology and women's studies.

. . . . .

NAME OF PROGRAM: Politics in Washington.

SPONSORING INSTITUTION: University of Southern California.

MAILING ADDRESS: Institute of Politics and Government, University of Southern California, HSS Annex 105, Los Angeles, CA 90089-0061.

TELEPHONE NUMBER: (213) 743-8964.

ADMISSION REQUIREMENTS: Juniors and seniors in good academic standing. Non-USC students must apply for admission to the University.

APPLICATION DEADLINES: Spring: October 15; Fall: April 15.

DIRECTOR: Mrs. Lois Burby, campus director, Leon Billings, Washington director.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: $3400.

HOUSING FEE: $1445 per semester.

OTHER INFORMATION: USC arranges for dormitory housing in Washington. The program consists of four 4-credit courses (a full-time internship, independent research, group field research and a colloquium).

. . . . .

NAME OF PROGRAM: The Washington Center.

SPONSORING INSTITUTION: The Washington Center is a non-profit, independent educational program.

MAILING ADDRESS: 514 10th St., N.W., Suite 600, Washington, DC 20004.

TELEPHONE NUMBER: (202) 289-8680.

ADMISSION REQUIREMENTS: Internships are open to second semester sophomores, juniors, seniors, or graduate students with a 2.5 grade point average or better. Symposia programs have open admissions.

APPLICATION DEADLINES: Spring semester or winter quarter: October 15; spring quarter: January 7; summer: March 1; fall: May 1; January, May and August Symposia: approximately two months before beginning of program.

DIRECTOR: William Burke.

CURRENT COST (1985) EXCLUDING ROOM AND BOARD: Semester Internships: $1020, Quarter and Summer Internships: $890, Two Week Symposia $160, Three Week Symposia: $240.

HOUSING FEES: Approximately $80/week in furnished apartments.

OTHER INFORMATION: WCLA does not grant credit directly for the internships or courses it sponsors, but most participants can make arrangements for full credit from their home institution. WCLA provides internship placements and supervision for students in almost every discipline. The program fee includes courses and an extensive speakers program. One of the chief advantages of the program is relatively cheap housing in the Woodner apartment complex. Short-term symposia on current topics provide an alternative Washington experience for students unable to spend an entire semester or quarter, but they do not include internships.

Washington Programs Open to On-Campus Students Only

A number of institutions offer Washington internship programs which are open only to their students. The following list is undoubtedly incomplete, but is designed to facilitate the sharing of information and experiences among the directors of such programs.

Brown Washington Internship Program
Career Planning Services
Box 1907
Brown University
Providence, RI 02912

Geoffrey Liggett, Director (401) 863-3326

Carleton in Washington Program
Department of Political Science
Carleton College
Northfield, MN 55057

Steven E. Schier, Director (507) 663-4116

Department of Government Washington Program
Dartmouth College
Hanover, NH 03755

Professors Mather, Arsenau and Winters, Directors (603) 646-2544

Duke University Department of Political Science
214 Perkins Library
Durham, NC 27706

Louise Walker, Director (704) 684-3508

George Washington University Internship Program
Department of Political Science
George Washington University
Washington, DC 20052

Christopher Deering, Director (202) 676-6564

Washington Semester Program
Office of Special Studies
Holy Cross College
Worcester, MA 01610

Professors Maurizio Vannicelli and Barbara Kohin, Directors
(617) 793-2498

Washington Intern Program
Department of Political Science
University of Kansas, Lawrence, KS 66045

Burdette Loomis, Director (913) 864-3523

Lewis and Clark College Washington, DC. Program
International Programs
Lewis and Clark College
Box 11
Portland, OR 97219

Dr. Vance Savage, Director (503) 293-2697

University of Maine Congressional Internships
Department of Political Science
University of Maine at Orono
Orono, Maine 04473

Kenneth Palmer, Director (207) 581-1880 or 1871

The University of Michigan Public Service Internship Program
3200 Student Activities Building
Ann Arbor, MI 48109-1316

Anne Richter, Assistant Director of Career Planning and Placement/
Kenn McQuaid, Experimental Learning Programs Supervisor (313) 764-7640

Director of Internship Programs
Mt. Holyoke College
South Hadley, MA 01075

Bruce D. Wyatt, Director (413) 538-2256

Washington Field Program
Principia College
Elsah, IL 62028

Frank Darling, Director (618) 374-2131

Department of Political Science
Union College
Schenectady, NY 12368

Frederick Hartwig, Director (518) 370-6000

Washington State University Internship Program
Pullman, WA 99164

N.P. Lourich, Director (509) 335-5586

APPENDIX 3.
Bed and Board in Washington

Where Can I Find a Place to Live?

Unlike many large cities, Washington is prepared for short-term residents. Many landlords and apartment complexes in the city require no lease or use one which can be broken easily if a person is "transferred out of the district." Every Washingtonian has their favorite area of the city, but most students live in the Northwest or Southwest sections. In choosing an area in which to live be sure to consider both the financial and time costs of commuting. Extra commuting costs from the suburbs can be as much as $60 per month which you might wish to add to rental costs for an in-city location closer to work and offering more of a feel of the life of the city.

Housing costs are high in Washington, but they can be reduced considerably if several students share an apartment. In some very rare cases students can get a "free ride" through house sitting. Additionally, some organized programs in Washington provide housing for their groups at competitive prices. And even if you view a period in Washington as a time to get away from the dorms, it would be wise to check the comparative prices and locations of the available dormitory space.

The following are some strategies for seeking specific types of housing:

Watching the Want Ads: The Saturday editions of the *Washington Post* and the *Washington Times* provide the most extensive listings of available housing. If your local library does not carry these, ask your congressman to send you copies of the ads for a recent week. *Roll Call*, the newspaper of Capitol Hill, is available in the cafeterias of the House and Senate Office Buildings and often has local ads. If you are in Washington during the school year, the newspapers of the local colleges also provide some leads.

Some Helpful Bulletin Boards: The bulletin boards outside of the House and Senate office cafeterias often have ads for places to rent, or for people wanting to share housing. The various college housing offices are often willing to help out non-students. The most extensive listings seem to be at George Washington University with two different listings available:

The Director of Housing, 4th Floor
Rice Hall
2121 I Street, N.W.

The student run, "Advisory Housing Board"
Marvin Center
800 21st Street, N.W.

For interns on the Hill, the Bi-partisan Intern Office (Room 510, House Annex #1, C and New Jersey, S.E. 226-3621) provides a bulletin board for housing available, roommates wanted and rides. They also offer an extensive speakers program during the summer.

Commercial Apartment Locators: Unless you are desperate or money is unimportant, paying $25 or more to an apartment locator service is wasteful. In most cases they provide only a cross-referenced listing of leads from public sources. You give them the specification and they send you off with a list of possibilities to check out on your own.

Go Take a Walk: In some areas of the city the best way to see what is available requires expending a little shoe leather. In the Capitol Hill and Dupont Circle areas (both favorites of the college and intern crowd) many rooms and apartments come on the market with a small window sign. If you know where you want to live, take the time to walk around and see what is available.

If Dormitory Living is Your Style: Some immediate possibilities stand out. During the school year, most DC colleges are short on housing and reserve it for their own students. Two notable exceptions have rooms available on a regular basis:

Mount Vernon College (Office of Special Programs, 2100 Foxhall Rd. N.W., Washington, DC. 331-3538). Mount Vernon has a lovely campus with relatively new facilities, but is somewhat inconvenient for the intern without a car.

Trinity College (Housing, Office of the Assistant Dean, Trinity College, 125 Michigan Ave. N.E., Washington, DC. 20017. 939-5293). Trinity's facilities are somewhat older and in a less desirable neighborhood, but very convenient to Capitol Hill by public transportation. During the academic year, only full year contracts are accepted. During the summer there are weekly rates, with a four week minimum. For 1985-86, doubles are less than $70 per week per person and singles almost $100.

The Washington Center for Learning Alternatives (Housing Office: 514 10th St. N.W., Washington, DC. 20004. 289-8680. Housing Location: 3636 16th St. N.W.). The Washington Center runs its own internship programs (see Appendix 1), provides housing for other internship programs, and rents out its furnished efficiency apartments to individual students. The apartments are located in the sprawling Woodner apartment complex located in a relatively fashionable neighborhood. Furnishings are spartan, but certainly adequate. Excellent public transportation to Capitol Hill and downtown is available. For the student who wants a taste of apartment living surrounded by a myriad of other interns with a minimal amount of hassle (such as renting furniture, buying pots and pans, looking for roommates, etc.) this is a good bet. During the school year, rental contracts are available for fall semester, January term, winter quarter, spring semester and spring quarter. During the summer, apartments are rented on a weekly basis. 1985-86 rents are approximately $70 per week per person plus a one-time $75 security and cleaning deposit.

More is available during the summer in terms of dormitory housing. Aside from the above, the following should be considered:

George Washington University (Director of Housing, George Washington University, 2121 I Street N.W., Washington, DC. 676-6688). Its ideal location as a college campus in the center of town and its reputation as a haven for summer interns makes these facilities sought after. All rooms are air-conditioned, and 1985-86 rates vary from $70-105 per week depending on whether one chooses a single, double or efficiency apartment.

How Much Will it Cost Me?

Costs even for identical facilities vary considerably and are constantly changing. It does pay to shop around. Current costs in dormitory-type arrangements should be available for less than $300/month. The costs of apartment living vary depending on location, size, and number of people sharing the facilities. In the newer buildings with three people sharing a two-bedroom, furnished apartment you should still be able to get by for about $325/month per person.

When figuring costs, make sure you include such things as extra furnishings, utilities and phone bills. For students, phone bills tend to escalate geometrically as the distance to family and friends increases. If you have not had a phone in your name before, the Washington phone company requires a rather large deposit. When signing a contract, make sure you know what expenses you will be responsible for, and which the landlord assumes.

Eating in Washington

Washington abounds in unique foreign and domestic restaurants with wide price ranges. There are numerous guides to such eating places. The one type of restaurant often overlooked by the tourist, however, is the government cafeteria. These functional establishments serve plain, but subsidized, food to government employees and visitors. Some do limit the serving of non-employees during the height of the lunch hour. Most government cafeterias are not open on weekends and do not serve dinner, but for lunch they are hard to beat.

Government Eating Facilities on Capitol Hill

SENATE: Dirksen Office Building—sub-basement level, cafeteria and two snack bars.

HOUSE: Rayburn Building—cafeteria and snack bar. Longworth Building—cafeteria and carry out.

CAPITOL: Senate Restaurant. House Coffee Shop.

SUPREME COURT: Supreme Court cafeteria and snack bar (basement).

LIBRARY OF CONGRESS: Snack bar and cafeteria—Madison Building.

APPENDIX 4.
A Potpourri of Political Science Resources and Experiences in Washington

While Rome draws clerics, and Paris artists, Washington serves as a magnet attracting political scientists and political activists. For although the monuments and museums are alluring, Washington is a working city with the largest concentration of governmental, research, interest group and ambassadorial facilties of any city in the world. Ready access to such resources and personnel should drive the serious student to primary source research. In most cases the key to using these resources is knowing where to go and who to ask, for most people in Washington will take the time to help a student who is working on some serious topic.

What is Worth Watching in Washington?

Congress

Congress at work is Congress in committees. Committee hearings are often boring but sometimes they are the best show in town. With the passage of "sunshine" legislation most committee hearings are now open to the public. It you are "star gazing" for big names go to the initial sessions of a set of hearings, to those with big name witnesses, or to the "mark up" sessions where the bills are really written.

As with any endeavor, the more you know about the issue, the more you will get out of the discussion. To learn the background and substance of a particular piece of legislation read the news accounts of previous sessions, and *Congressional Quarterly Weekly Report*. If you get to the hearing room a few minutes early, you may be able to pick up handouts prepared by the witnesses outlining their testimony and supporting evidence.

A few general guidelines will help make your committee observation more efficient:

- Prepare an itinerary of the hearings in which you are interested in order of your priorities and their physical location. Do not waste time running from building to building when two hearings of relatively equal priority are going on next to each other.
- Know where you are going ahead of time. Room numbering in the five Congressional office buildings seems confusing, but there is a pattern.

For the Senate: "SR" preface—Russell Office Building. "SD" preface—Dirksen Office Building. "SH" preface—Hart Office Building.

For the House: Three digit numbers—Cannon House Office Building. Four digit beginning with "1"—Longworth House Office Building. Four digit beginning with "2"—Rayburn House Office Building.

For the Capitol: "H" or "S" before the number indicate the House or Senate side.

- Do not be bashful about entering a session already in progress. Quietly open the door and proceed to the nearest seat.
- If the session is a colossal bore, do not hesitate to depart quietly.

Visits to the House or Senate chambers seldom match one's expectations. Seeing a few less-than-eloquent members debate esoteric points in front of a few bored or distracted colleagues seldom instills faith in the legislative process. Even though we realize that most of the time the members have better things to do back in their offices or in committee meetings, we naturally want our visit to the gallery to include a high-level debate.

Some times are better than others to observe the congressional chambers; you should plan your visit with the following information in mind: first, in most cases, even if Congress is in session on Mondays or Fridays, little of general interest is scheduled for those days. Second, although neither house follows a split second schedule, the general plan for each day's session appears in the "Daily Digest" at the back of the latest *Congressional Record*. These are available for 25¢ on the first floor of the Capitol below the Rotunda. Third, roll call votes are interesting to watch. At the sound of two bells congressmen have 15 minutes to cast their votes. Members jog to the floor, consult trusted colleagues, slip their coded cards into the voting stations, push a button and have their vote recorded on the massive tallev screen. Fourth, for an up-to-the-minute recorded message on floor proceedings in Congress you can call one of the following numbers which serve as a primary source for members of Congress.

		Recorded Floor Information	Upcoming Legislative Program Information
HOUSE:	Democratic	225-7400	225-1600
	Republican	225-7430	225-2020
SENATE:	Democratic	224-8541	
	Republican	224-8601	

Passes to get into the gallery are available from any congressional office. Be sure to observe the frustrating but enforced rules against reading, writing or leaning over the rail.

To your congressman or senator, you are a V.I.P. in Washington. Do not hesitate to call on his or her office to provide maps, guidebooks and information. Sometimes, with some advance notice, arrangements can be made to set up an appointment with your congressman. In any case, a casual visit to a number of congressional offices will provide an overview of the variety of congressmen, how they organize their staffs and how they view their constituents.

Don't hesitate to use your own House and Senate members' offices. They stand ready to serve you. If you are writing ahead, the addresses are:

Senator _____
Senate Office Building
Washington, DC. 20510

or

Representative _____
House Office Building
Washington DC. 20515

The Bureaucracy

The federal bureaucracy is rarely penetrated by the casual visitor to Washington, although bureaucratic commissions and task forces hold hearings that often determine the practical application of general legislation. In the recent past the only people watching such hearings were those with financial interests in the outcome. It takes stamina and motivation to scour the *Federal Register* for upcoming hearings. Ralph Nader's Public Citizen Visitors' Center (described below) fills some of the information gap and can direct the interested citizen toward specific hearings. If you have an interest in a specific agency, call its public information number listed in the *Government Manual* for information on open meetings. Similarly, do not hesitate to call any bureau or agency if you have a legitimate research or policy interest in what their agency is doing. Remember they are working for you.

The Judiciary

While a brief look at the Supreme Court is part of many tourists' adventures in Washington, a person with more time can plan visits to the Court less randomly. Usually four oral arguments are heard every working day except Thursday and Friday from October to June. The cases are chosen for review on their substantive merits; the oral presentations of the lawyers will range from outstanding to inarticulate. It is helpful if you can to prepare yourself on the factual background of the cases before you arrive at the Court, since such information is not presented in the oral appeals arguments. Mondays are the best days to hear decisions being handed down by the Court.

There are two lines for visitors wishing to observe the Court in session. The tourist line only allows a five-minute visit. The other line allows the serious court observer to stay for the entire two-hour morning or afternoon session. Seating in the courtroom is limited and one wishing to see a complete session should arrive by 9:00 for the 10:00 a.m. session and by noon for the 1:00 p.m. session.

Further information on the schedule of arguments to be heard can be obtained by calling the Clerk of Court (393-1640) or by watching the daily newspaper listings.

The United States District Court for the District of Columbia is also accessible to court watchers. Most sessions held at the U.S. Courthouse (Third Street and Constitution Avenue) are open to the public within the limits of seating capacity. The daily newspapers are the best source for information on the cases being heard.

Want to Know What is Going on in Politics and Government?

Aside from the government documents and telephone numbers listed above, pay attention to the following sources while you are in Washington:

- Each day while Congress and/or the Supreme Court is in session, the *Washington Post* runs a box listing committee meetings (who is testifying on what topic, place, time and whether it is open to the public) and the court calendar.
- The Chamber of Commerce of the United States provides a recorded message at (202) 872-1313 which gives up-to-date information on committee meetings and legislative issues.

Are You Interested in a Particular Piece of Legislation?

Following a specific piece of legislation through the legislative process is both intrinsically interesting and educationally useful. Detailed information on how a bill got where it is requires interviews with the primary sponsors and the committee staff. The *Congressional Quarterly Weekly Report* serves as a more accessible source on general issue areas and the status of specific bills. Once you have found coverage of the bill by looking at the index, or reviewing a week where you know some action was taken, the *Quarterly* will provide notations on previous coverage.

The *Congressional Record* is the primary source for the contours of floor debate. Some caution must be taken, however, for the *Record* does not faithfully record what went on. It is one of the few places where someone can say, "Oh, I wish I had said that," and then do it. The right to "revise and extend" one's remarks allows a congressman to clean up on his or her language or logic and to include extensive comments which were never presented orally.

For complete coverage, do not overlook committee reports which are available in many cases from the committee in question.

The public computer terminals at the Library of Congress provide access to the Congressional Bill Status System. This up-to-the-minute status data base allows one to search legislation by topic, bill number, and author. It will give a summary of the bill and the stages of the legislative process through which it has gone.

If you know the number of the bill in which you are interested, you can call the Bill Status System (202-225-1772) for an up-to-date report.

Who is Who in Washington?

Pinpointing the right person to contact for information may be your most frustrating task in Washington. Fortunately, a number of new publications and some of the overlooked older ones simplify that task dramatically. These are listed below; always be sure you have the most recent edition. Documents published by the government are available at the Government Printing Office (North Capitol and H Streets, N.W., Washington, DC 20401), and in some cases free from members of Congress. Others are available at major libraries and bookstores.

The following sources are listed in alphabetical order. At the end of the listing are comments outlining the most useful sources.

The Almanac of American Politics (Barone and Co., PO. Box 32392, Washington, DC 20007). A very readable description of each state and congressional district including biographical information on incumbent office holders, district census characteristics, election results, key votes on legislation, and government expenditures.

Braddock's Federal-State-Local Government Directory (Braddock Publications, 1028 Connecticut Ave., N.W., Washington, DC 20036). A handy, almost pocket size, yearly directory of key government employees and elected officials.

The Congressional Directory (U.S. Government Printing Office). The directory is published yearly after the beginning of each session of Congress. It provides capsule biographies of congressmen as well as information on their seniority, committee membership, electoral margin, staffs and telephone numbers.

The Congressional Staff Directory (PO. Box 62, Mount Vernon, VA 22121). This privately published annual directory is the best source of biographical and location information on key congressional staff members, as well as a listing of all staff assigned to particular members and committees.

Congressional Quarterly Weekly Report (Congressional Quarterly, 1414 22nd Ave., N.W., Washington, DC). *Congressional Quarterly Weekly Report* provides the most comprehensive coverage of congressional actions and congressional personnel. The general background of each member is printed early each session with more detailed profiles of new members. The CQ's frequent reports of lobbyists who have registered with the Clerk of the House and Senate is the best public source of this information. CQ lists the status of important legislation on the front of each cover, and gives the results of all roll call votes. At the end of the session it summarizes the voting pattern of each member in terms of such categories as party support, presidential support, interest group support and voting participation. The yearly *Almanac* includes selective coverage of the materials reported on during the year.

Congressional Yellow Book and Federal Yellow Book (Washington Monitor, Inc., 499 National Press Building, Washington, DC 20045). The basic looseleaf location directories of congressional staffs and federal employees. They are updated every month and are the closest thing to a national government telephone directory available.

Duke's Washington Pocket Directory (Want Publishing Co., 1511 K. St., N.W., Washington, DC). A handy compilation of useful Washington telephone numbers for both the researcher and the tourist.

FEDFIND (ICUC Press, PO. Box 1447, Springfield, VA 22151). A useful guide to government agencies and free publications, as well as a comprehensive chapter on specialized directories for finding Washington sources.

The Government Manual (U.S. Government Printing Office). The basic annotated organization chart of the Federal government, with agency duties and telephone numbers for key personnel.

Hudson's Washington News Media Contacts Directory (7315 Wisconsin Ave., Suite 1200N, Bethesda, MD 20814). Members of the news media are some of the hardest people to trace in Washington. This guide divides media sources and personnel by subject, and helps locate over 3,200 correspondents and editors.

The National Referral Center (Library of Congress, Washington, DC 20540, 462-5680). Not really a publication, but rather a computerized "information desk" which will help you for no fee find an expert on almost any research topic.

Politics in America (Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington, DC 20037). A handy biographical directory of the U.S. Congress that concentrates Congressional Quarterly political and voting data on each member in one place.

The Washington Information Directory (same as above). A cross-indexed directory of congressional, executive branch and private organizations interested in a wide variety of public issues. If you have an interest in a particular policy area you can find the telephone number, address, contact persons, and a description of the congressional committee, executive agency and/or private interest groups dealing with that area.

Washington Lobbyists and Lawyers Directory (Amward Publications, PO. Box 137, Washington, DC 20044). A cross-indexed listing of the business affiliations of Washington lawyers and lobbyists.

Washington Representatives (Columbia Books, Inc., 777 14th St., N.W., Washington, DC 20005). A listing of Washington lobbyists, consultants, and government affairs representatives along with their major clients.

Washington VI (Potomac Books, PO. Box 40604, Palisades Station, Washington, DC). A summary of the institutions and people of Washington, with emphasis on the private sector, but not excluding government.

Where's What (Quadrangle Press, 10 E. 53rd St., New York, N.Y. 10022). This was originally a secret C.I.A. manual designed to guide federal officials in gathering information on individuals. Aside from outlining the methods of tracing private individuals, it provides the rules and regulations for getting information out of government agencies.

Working on the System (N.W. Basic Books, 1974, James R. Michael). This Ralph Nader guide for the meddling citizen focuses on who to contact in the bureaucracy and how to go about it in the belief that much of the bureaucracy's image of non-responsiveness stems not from innate obstructionism but from the widespread inability to get through to the right person.

Other bits and pieces. Most agencies compile telephone directories, many of which are available for purchase at the Government Printing Office. A quick scanning of the Washington phone directory under such headings as "Association" and "National" will provide leads into Washington-based organizations with specific interests. Once you have contacted a likely lead from one of the above sources, do not hesitate to ask them to give you further references and leads.

The preceding list may be a bit overwhelming for the person approaching Washington for the first time. There is a great deal of overlap in the various sources, and many can be used interchangeably. I would not go out and buy a whole bookshelf of these sources before arriving. In fact most of them can and should be used in a library. For the intern and student researcher, three sources stand out. *The Washington Information Directory* allows the student to cut through a great deal to target key participants in specific policy realms. For the intern on Capitol Hill, either *The Almanac of American Politics* or *Politics in America* are excellent reading to get a feel for the "players" as well as a picture so that you can pick them out in the hallways.

In the relatively near future, many of these sources and/or improved versions will be available on-line via computer terminal. Washington is a complex city filled with individuals who change jobs, titles and responsibilities almost like changing clothes. The individual

who is well-versed in targeting useful sources of help and information will have a dramatic advantage over those whose searches take a great deal of time and run into many dead ends. Creative use of the above sources and others you become familiar with will enhance your personal power in Washington.

Do Books Turn You On?

Washington provides some unique library collections for the person who knows where to look for them.

The Library of Congress. The Library of Congress comes close to housing everything in print; it is an obvious first stop. The Library is open to the public, but aside from the Law Library and General Reference collections in the main reading room and Jefferson Reading Room, the Library uses a closed shelf system. You must order books and have them delivered to your numbered desk in the reading room. Since books may be out, and ordering takes one hour on the average, order a number of books at one time. The books may not leave the Library, but xeroxing is available.

In addition to the normal card catalog that covers three large rooms and a hallway, bibliographic entries on all books acquired since 1968 and most recent journal articles in the area of public policy can be scanned via the computerized SCORPIO system. Entries can be searched by author, title and index terms. There are over 30 public terminals available, with easy to use flip chart instructions and librarians to help with searches. Free printers on many terminals allow you to create a bibliography without the time-consuming process of transcribing. Other data bases allow you to search for experts on various topics and the status of legislation before Congress. Don't let your fear of the machine spoil your fun.

Aside from book material, two other collections are worth mention. The newspaper and periodical collection on the first floor of the Annex has complete newspaper collections from all major cities and many minor ones. If your research requires photographs, or your walls are a little empty, the photograph collection is both exhaustive and available for duplication at relatively low rates.

For those interns working in Congress, the Congressional Reading Room in the Library of Congress includes a highly relevant reference and periodical collection located in a pleasant atmosphere.

Going beyond the Library of Congress. All around Washington one will find specialized collections developed by embassies, interest groups, private research organizations and government agencies. In many cases these are open to any member of the public involved in legitimate research. Over 500 reference collections are listed in *Library and Reference Facilities in the Area of the District of Columbia* that is available at most public libraries.

The National Archives. With minimum difficulty you can search through the written and photographic documentation of American history as collected and preserved by the government in the National Archives. (Enter the building on the Pennsylvania Avenue side).

Anyone can get a free researcher's pass. Trained archivists will work with you to define the most efficient research strategy for using the collection. The collection includes census records, military records, confiscated war documents and memorabilia, government-produced films and, more recently, it has begun to include video tapes of national evening news programs.

The Martin Luther King, Jr. Memorial Library (901 G St., N.W.). This is the main branch of the District of Columbia Library and has an extensive general collection, plus a unique specialized collection of Washington, DC., materials.

The Columbia Historical Society Library (1307 New Hampshire Ave., N.W.). If you are interested in Washington as a city, this is the place to stop for detailed information.

B'nai B'rith Women, Four Freedoms Library (1640 Rhode Island Ave., N.W.). A small, but selective library concentrating on freedom and liberation movements, utopias, labor movements, Marxism and communism.

Special collections open to the public (selected listing). AFL-CIO (815 16th St., N.W.); British Embassy (3100 Massachusetts Ave., N.W.); Democratic National Committee (1625 Massachusetts Ave., N.W.); National Geographic Society (16th and M Sts., N.W.); Republican National Committee (310 First St., S.E.); United Nations Information Centre (1028 Connecticut Ave., N.W.).

Specialized libraries within government agencies that are open to the public (selected listing). Department of Agriculture, Commerce Department, Federal Communications Commission, Federal Trade Commission, Health, Education and Welfare, Interior Department (Natural Resources Library), Labor Department, Office of Management and Budget, Transportation Department.

College and university libraries. While not offering borrowing privileges to non-registered students, some local college libraries welcome students to browse their stacks and use materials there. In many cases being able to wander through open stacks is more efficient than having to order books at the Library of Congress.

Do You Want to Know Who You Are?

Washington has become a mecca for individuals interested in their own personal history. Numerous collections and organizations specialize in geneology. Whether you are looking for black sheep or past family grandeur, this is the place to start. Even when the search reaches a dead end, many find the act of playing detective a desirable endeavor in and of itself.

If the relevant sections of the Library of Congress and the National Archives fail to satisfy your curiosity, you might turn to one of the following geneology collections:

The National Geneological Society Library (off Dupont Circle at 1921 Sunderland Place).

Society of the Cincinnati (2118 Massachusetts Ave., N.W.).

National Society of the Daughters of the American Revolution Library (1776 D St., N.W., small daily fees).

Do You Want to Augment Your Library With Free Books and Documents?

Your congressman is a major conduit for tapping the vast federal "paper making machine." Working off his allotment of government documents he can often get you a vast array of government publications. If the demand is not too great from other constituents, you may be able to get on his or her mailing list for the *Congressional Record*. Getting a 200-plus page book every day Congress is in session ought to keep you busy and fill up your bookshelves. If you have a specific area of research, you might ask your congressman's office to find out whether the Congressional Research Service has produced anything on the subject. Although it cannot do research for individual citizens, the Congressional Research Service's massive "think tank" produces extensive high quality reports on hundreds of subjects that can often be given to interested citizens. Since this is Congress' main in-house information system, you as a citizen have no right to its service, but a polite letter from your congressman will usually send them off to do the best they can.

For copies of bills and committee reports, the House Document Room (off Statuary Hall in the Capitol) and the Senate Document Room are open to the public as long as the supply of each document lasts.

Do You Want to Play Investigative Reporter Analyzing Campaign Financing?

The Federal Election Commission, which is responsible for gathering and making available the campaign financing reports required under the Federal Election Campaign Act, is one of the most wide open bureaucratic offices in Washington. Working on the assumption that citizens have a right to know what candidates spend on their campaigns and who financed them, the Commission has made it very easy to browse through the records. The Commission purposely located itself at 1325 K St., N.W., in an office building that provided a store-front office for easy citizen access. Well-trained staff stand ready to explain what is available and how to access it. Records are available on both microfilm and paper copies with easy and inexpensive xeroxing facilities on the site. The Commission itself meets on Thursday mornings on the fifth floor to discuss issues of policy, and the sessions are open to the public. If you want to know where your favorite (or not so favorite) politician gets his money or want to determine where various interest groups are investing campaign support, this is the place to visit.

APPENDIX 5.
A Note to Instructors: Credit Format and Research Assignments

This appendix serves two purposes. The first is to outline a number of options of granting academic credit for internship experiences. The second is to outline some potential research assignments that might be used in an internship setting.

The Granting of Academic Credit for Washington Internships

While some students pursue internships for other than academic reasons, the growing number of students who wish academic credit for internships has led to the establishment of a wide variety of credit granting formats. Two general categories and a number of variations can be distinguished. In one case the student is directly supervised by someone at the student's home institution. In the other, the student participates in an organized program sponsored by another academic institution.

Indirect Supervision of Students on Off-Campus Academic Programs

Off-campus academic programs such as those outlined in Appendix 2 usually involve some combination of internships, course work, journals, and independent research. When a student participates in such a program, three options for granting academic credit are common.

1) TRANSFER OPTION: Credits conferred by another institution for an internship program component are transferred directly as would be any approved course taken off-campus.

2) DUAL EVALUATION: Participants in off-campus organized programs are required to submit their written work both to the program supervisor and the home institution supervisor for evaluation. The home institution retains the right of independent judgment on evaluation and credit.

3) HOME CAMPUS EVALUATION: All evaluation and granting of credit is done by the home institution. This may involve the submission of journals, work samples, independent research and/or the taking of an examination.

Direct Supervision Options

For the non-resident home campus supervisor of a student opting for a Washington internship, the responsibility of working out a credible academic program can be quite trying. The supervisor is caught between the home institution's desire to assure that its credits mean something and the common student desire for extensive freedom. The problem is

exacerbated by the lack of physical proximity once the student is in Washington and the limited feel many supervisors have for the limits and opportunities in the Washington setting. It is important for the student and supervisor to work out a set of specific expectations prior to the internship. In most cases, internship experiences should be limited to the mature student who has enough grounding in the academic literature to make some sense out of what is observed. During a regular academic semester three common options are used for developing an academic program worthy of credit:

1) WORK/STUDY FORMAT. Institutions whose academic philosophy places emphasis on experiential learning tend to use the work/study format. Under this arrangement, the student generally receives partial academic credit primarily for work experiences. Credit is granted on the basis of the work supervisor's recommendation, and in some cases the submission of a journal or examples of work that was done. The more traditional academic learning expectations are relaxed in favor of more direct learning.

2) INTERNSHIP/COURSE WORK OPTION. In order to receive full academic credit during an internship, some colleges require their students to take an acceptable course (or courses) as a special student at one of the Washington-area colleges. The internships per se are evaluated as above, or below, and the course work accepted as transfer credit.

3) INTERNSHIPS/RESEARCH OPTION. Many colleges allow a student to receive a full semester's academic credit for an integrated program involving an internship and some form of original research. The research is evaluated with heavy emphasis on its academic credibility and with the expectation that the student used the physical location in Washington and the access provided by the internship to good advantage. The internship may be evaluated separately, or in conjunction with the research it spawned.

Finding Help in Directing Internships

Until relatively recently, those charged with running internship programs, either on-site or from a distance, have had to learn by trial and error. Now with a number of decades of experiential learning behind us, there is a growing literature for the intern director and some modest attempts to share experiences. The most useful source for the intern director is the set of essays in *Public Affairs Internships: Theory and Practice* (edited by Alan Balutis and Joseph Honan. Cambridge, MA: Schenckman Publishers, 1984, 297 pages.) Plans are in the works for developing a special sub-section of the American Political Science Association to coordinate workshops and share information among internship directors. Information on this group is available from Helen Graves, Department of Political and Social Sciences, University of Michigan-Dearborn, Dearborn, MI. If my experience is any guide, contacting any of the intern directors listed in Appendix 1 will unleash a wealth of information and practical hints.

Intern program directors must walk a fine line. While they want to initiate students into a potentially exciting educational experience and make it as appealing and enjoyable as possible, they are also charged by the academic institution and their own professionalism with maintaining academic credibility. The desire to lure more applicants, receive better evaluations or to be perceived as a "good guy" tempts some directors to lower standards and equate enjoyment with learning; this seldom pays off in the long run. When all is said and done, most students appreciate being pushed, evaluated rigorously and stretched in their endurance and skills. Interns must be made to realize that they are entering the real world complete with competing pressures, limited time and the necessity to make choices and set priorities. The academic component of the internship experience should not be seen as a refuge from rigorous standards of quality and timeliness.

Preparing Interns

There are clearly two schools of thought as to how much we should prepare interns for their experience. The "Sink or Swim" school argues that thrusting students into the real world will provide the kind of shock that makes lessons from the "school of hard knocks" sink in, and that too much preparation is both useless and probably counterproductive.

There seems to be a growing school that argues it is unwise and probably irresponsible for academics to unleash ill-prepared interns into real work settings with little guidance, assuming that through some magic form of osmosis they will learn something important. My experience coincides with the argument that the internship setting provides the opportunity for learning, but does not guarantee that anything worthwhile will be learned. Students need substantive knowledge, specific skills, and guidance to turn their random observations into knowledge.

Internship directors can enhance the potential for more learning by preparing their students in a number of ways.

Substantive Preparation

Students well grounded in general social science theory and the more specific research findings associated with the institution of which they will become a part are much more likely to be able to focus their observations and make some sense out of them. For general preparation about Washington, a number of internship directors have found one or more of the following books useful:

How Washington Really Works by Charles Peters (Reading, MA: Addison Wesley Publishing Co.).

Who's Running America?: The Reagan Years by Thomas Dye (Englewood Cliffs, N.J.: Prentice Hall).

Behind the Scenes in American Government: Personalities and Politics by Peter Woll (Boston: Little Brown).

More specific preparation for particular settings such as Anthony Downs' *Inside Bureaucracy* (Boston: Little Brown), John Kingdon's *Congressmen's Voting Decisions* (New York: Harper and Row) or David Mayhew's classic *Congress, the Electoral Connection* (New Haven: Yale University Press) would be appropriate.

Internship Selection and Application Preparation

Students need to be familiarized with the breadth of options available to them for internships, the locational devices (guide books, directories, etc., listed in Chapter 2 and Appendix 4) for targeting internship sponsors, and the techniques of selling themselves (writing a business letter, creating a resume, etc.).

A number of internship directors hold formal orientation sessions on these topics, and some have taken the opportunity to bring in individuals from the college placement office to help students write cover letters and their resume. This often gives the student a head start a few years later when they enter the real job market.

Enhancing Intern Skills

Interns need three types of skills that may not have been part of their academic experience. On the one hand they need the interpersonal skills to get along in a new social setting, or at least some hints as to the kinds of problem they are likely to face. A discussion of the topics outlined in Chapter 3 and/or an opportunity to share experiences with former interns can facilitate this process. Secondly, interns need specific skills to get their job done (letter writing, word processing, etc.). While in-depth training in many of these areas is beyond most internship orientations and may be too generic for a particular setting, students should be made aware of the types of skills that they might be able to apply to various settings. Interns pointing out that they already have appropriate skills often have an inside track for getting the internship and better assignments once they have arrived.

In some cases practical skill sessions or simulations can hone the skills that the prospective interns already have. Third, interns expected to do research as a part of their experience may need training in the kinds of research skills applicable to their internship setting (i.e., interviewing, data analysis, documentary research, etc.).

While no orientation process will prepare the intern for every contingency, and part of the learning process involves making mistakes, there is no need to condemn all interns to repeat all the mistakes of their predecessors. A good intern orientation can help prospective interns avoid the common mistakes and go on to more creative ones of their own from which to learn.

Evaluating the Internship Experience

Internship experiences do not lend themselves to traditional grading. In many cases the opportunities available for learning in an internship are out of the student's direct control. Evaluations by work supervisors suffer from the lack of comparability and limited concern with academic growth. For these reasons, most internships are offered on a pass/fail basis.

If grading is necessary, grades should be based on products of the internship experience (journals, work samples, research, etc.) rather than on the internship per se.

If one is committed to the value of internships, options should be made available so that the student can acquire full academic credit for the duration of the internship. An internship should not penalize a student's academic progress.

The Internship as a Research Opportunity

While all interns will learn something through informal observation, much more can be gained if the student uses the opportunity to do a piece of original research. The internship offers access to individuals, situations and data unavailable to the outsider. Doing original research based on an internship will both help bridge the gap between political science theory and political reality, and instill in the student a deeper respect for the difficulties in discovering truth in the social sciences.

The academic supervisor and the student intern must determine the kinds of research suitable to the talents of the intern and to the particular internship setting. The kinds of research expected will vary with the length of the internship, the openness of the host office, and the amount of available academic supervision.

Some Internship-Based Research Options

Journals

At a minimum, all interns should be required to keep a journal of their observations and evaluations that will be read and evaluated by the academic supervisor. In the ideal situation, this review should occur a number of times during the internship so that shortcomings in the technique of recording observations and problems inherent in the internship can be corrected.

Interns should begin by recording interesting experiences, observations and conversations in a rather non-selective manner. As the internship progresses, the journal should focus on specific topics that will help the intern move inductively toward some basic generalizations.

The process of focusing can be encouraged in a number of ways. Interns might be given a number of analytic concepts to watch out for, such as: power, politics, cue giving, roles, groupthink, bias, communications overload, etc.

They would be required to create operational definitions, select experiences that represent the concept, describe the concept in action and assess the consequences.

A similar method of developing focus involves having the intern read a number of books or articles that purport to describe and explain the internship setting. The journal would

then be used to compare the real world of the intern's experiences with the model presented by the academic literature.

Later in the internship, the intern should be encouraged to review the earliest entries in the journal to determine their validity after further exposure. As a very personal statement of one's observations and feelings, the journal should be used to frankly point out changes in one's outlook and perceptions.

Reality Testing Exercises

One of the primary reasons students decide to pursue an internship experience stems from their dissatisfaction with the political science literature as a true representation of political reality. One simple way of having the intern assess the gap between theory and reality involves having them formally compare their experiences with a representation of conventional academic wisdom. Taking a chapter out of a basic American government text on the institution in which they are interning, the student is asked to cross out each of the text conclusions with which their experience contradicts, and to underline each of the conclusions borne out by experience. They are then asked to write a paper indicating what was "incorrect" in the text, the experience(s) highlighting the contradiction and their analysis of why the contradiction occurred. This analysis should include both a discussion of the systematic substantive biases in academic research and the possible uniqueness of their experiences that limit generalization.

Project Research

Many interns are expected to do substantive research and writing as part of their job. Office projects may involve researching a substantive area as background for a legislative or bureaucratic decision, the collection and analysis of original data, taking over an area of correspondence, or preparing speeches or press releases. While the output expected by the job supervisor may not be appropriate for an academic piece of research per se, it could serve as the starting point for an academic paper. After submitting the office project, the intern would be expected to place it in its political, organizational and decision-making context by answering some of the following questions:

- What was the purpose of the project? How were the results of your efforts used? Did they serve the intended purpose?
- What were the political motivations and consequences of the project?
- In what ways does the project deviate from the ideal piece of research and analysis? What were the limits imposed by such factors as time, limited resources, unavailable data and/or political pressures?
- How would you compare this piece of work with that done by the full-time (non-intern) staff? What does this tell you about the general quality of work done in this office?
- How would you go about doing this project differently if you had it to do over?
- What difference did your completion of this project make?

The goal of the resulting paper includes both evaluating the intern's ability to do an office-related project and their competence in putting it in its political and organizational context.

Original Academic Research

For the highly motivated and well-trained intern, the internship experience provides the access to facilitate original academic research. Interns from whom original research is expected should be carefully selected, well-supervised and adequately trained in the appropriate research methods. The following two sections briefly outline two research methods particularly suited to the opportunities provided by internships. Each section

indicates further sources from the literature of research methodology with which a student using the technique should be familiar.

Participant-Observation

As a research methodology, participant-observation combines the access of the participant in political activities with the skills and procedures of regularized and pre-planned observation. Rather than relying totally on the casual glimpses of reality absorbed by every competent intern, the participant-observer begins with specific hypotheses to test, behaviors to observe, and rules for recording the observed behavior.

The final product of a participant-observation study will emphasize generalized patterns of behavior, key descriptive quotes and an analysis involving the more private motivations, strategic premises and unique perspectives of those under study. As with general internship experiences, the participant observer must constantly be vigilant about maintaining objectivity in the face of pressure from fellow participants to adopt their goals and outlooks. While conflicting pressures on the participant-observer make this hybrid role difficult, the opportunities for unique learning make it worthwhile.

Interns intending to use participant-observation should be directed to sources such as the following to glean general procedures, specific methods of recording and analyzing behavior and potential pitfalls:

John C. Bollens, *A Guide to Participation* (Englewood Cliffs, N.J.: Prentice Hall, 1972).

Charles Sellitz, et. al. *Research Methods in Social Relations* (New York: Holt, Rinehart and Winston, 1959).

Ronald D. Hedlund, "Participant Observation in Studying Congress: The Congressional Fellowship Program" (Washington, DC: The American Political Science Association, 1970).

James Robinson, "Participant Observation, Political Internships, and Research," *Political Science Annual, 1969-70* (Indianapolis: Bobbs Merrill, 1970), p. 77.

Interviewing

One of the unique opportunities of the Washington intern is the possibility of interviewing political decision-makers directly. An interview can elicit information available in no other way and from sources seldom tapped for their expertise or perceptions. As a learning experience, the intern should not let the opportunity to use this research tool go by.

In general, decision-makers in Washington are quite accessible to legitimate researchers who keep their requests reasonable and do not waste the interview subject's time by asking for information readily available from other sources. The intern asking for an interview must be flexible enough to accommodate the hectic schedule of most politicians and their staffs. Perseverance usually pays off.

Interviewing may involve using well placed informants to reconstruct situations in which the intern was not present, or the random choice of respondents whose perceptions, opinions and hypothetical behavioral reactions can be generalized to a wider population of political decision-makers.

Interns intending to use interviews must realize that the interview like any tool can be used well or poorly. Some attention must be paid to creating the optimal setting and set of stimuli so as to maximize the quality of the generated data. An interview is a social act that requires the establishment of proper rapport. Successful interviews are based on non-biased and non-threatening questions, asked in an appropriate order and recorded in a non-obtrusive manner. Whenever possible, student interviewers should use questions that have been pre-tested in other studies. This will maximize the utility of the responses and facilitate comparability.

In evaluating the data garnered from interviews, the intern should be aware of the possible distortions introduced by his techniques and the ulterior motives and selective memory of subjects who may distort reality. Interview data serve as only one method for searching for the reality in politics.

Interns using interviews should be directed to the methodology sections of related studies using interviews and to sources such as the following for a more general overview of elite interviewing:

Lewis Anthony Dexter, *Elite and Specialized Interviewing* (Evanston: Northwestern University Press, 1970).

Charles Backstrom and Gerald D. Hursh, *Survey Research* (Evanston: Northwestern University Press, 1963).

Robert Kahn and Charles Cannell, *The Dynamics of Interviewing* (New York: Wiley, 1967).

Arthur Kornhauser and Paul B. Sheatsly, "Questionnaire Construction," in Charles Sellitz et al., *Research Methods in Social Relations* (New York: Holt Rinehart and Winston, 1959).

Stanley L. Payne, *The Art of Asking Questions* (Princeton: Princeton University Press, 1951).

Summary

Whatever type of research is expected of the intern, the academic supervisor is responsible for making sure that the basic approach has been cleared with the work supervisor, and that the intern uses appropriate methods of data gathering. A great deal would be lost if there were unleashed an avalanche of highly motivated but poorly trained undergraduates on Washington, thereby "poisoning the well" for many future research efforts. But properly structured original research in Washington can add a new dimension to student's learning and in some cases even add to the substantive knowledge in the field.